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ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this student guide is the first of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on self-analysis, decision making skills, and introduction to public service. Contents are divided into several units of reading and related activities. Readings detail some specific aspects of the major occupational groups: educational services, social and economic services, government agency management, transportation management, regulatory services and records, public safety and corrections and judicial services, urban and rural and community development, and resources management. Activities, varying in length and complexity, are designed to provide the student with opportunities to further explore the objectives of the reading. (The accompanying teacher's manual is CE 013 656. Each of the other guides in the series deals in depth with one of the occupational areas. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available are a guide for the total program (Applied Program of Public Service), CE 013 652, and teacher's and student's guide for the second course, "Preparing for Public Service." The third course is a community-based cooperative work experience program.) (JT)

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Introduction To Decision Making in Public Service

A Major Unit in the Public Service Cluster

INTRODUCTION:

- Values
- Critical Factors
- Weighing Alternatives
- Making Decisions

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The APPS staff owes a debt of gratitude to the United States Office of Education and the California Board of Education (Grant OEG-0-71-4781) which developed some original public service materials. Some of the content materials developed for teacher use in the above mentioned project, have been adapted for direct student use.

In addition, the following people and organizations directly contributed to the development of these materials.

Paul Scott Bettye Hirst Mary Harville	State Project Managers	Metropolitan Cooperative Educational Service Agency Ernest Bentley, Ex. Dir. Michael Christian Frederick S. Kopp	For their contribution in program conceptualization and formative writing.
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FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, have been invaluable.

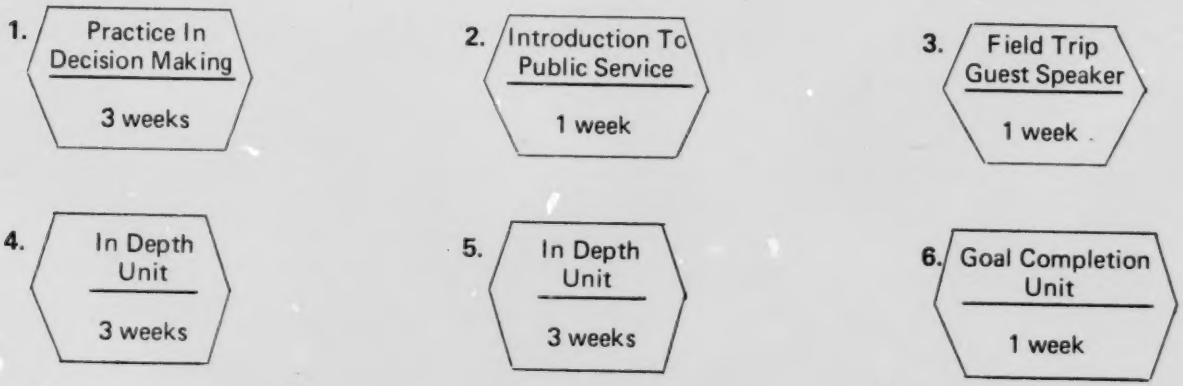
Daniel L. Cowart

Project Coordinator and Operations Director

DECISION MAKING

Introduction

Welcome to APPS, the Applied Program of Public Service. When you travel to a new town you need to use a road map and follow signs along the way. You have now entered the land of Public Service and here, too, a road map is helpful. Below you will find your first road map that shows you the route you will be following for the next 12 weeks.



You probably now understand how the time will be divided, but you may not be sure of what all the terms mean. They will be explained as each area is examined. Your first signpost along the way is practice in Decision Making. You will start your examination of decision making by playing the following game. When you have completed the game, you and your teacher will discuss the results and relate them to decision making.

Activity 1

Objective: The student will play a simulation game in order to discover some things about decision making.

Materials: This activity page.

ACTIVITY

You are a member of a committee of _____ people who have been selected to make a very important decision for mankind. You are a member of a group of people who are the last survivors of the planet earth. All members of the committee have terminal illnesses and are not expected to live. At th present,time the entire group is on an island where a volcano is about to erupt. You have a plane and enough gas to make one trip to a safe place. There are twelve places on the airplane. Since you cannot possibly be included on the trip because of your illness,you and your fellow members (none will be included on the trip) must decide which of the people will be allowed on the plane. Those who stay behind will die.

Although your decision will be final and will not be questioned, you also feel that you must be able to give a reason to those who will be left behind. Your task is to decide who is to go and who is to remain. Your other task is to give a reason for those you are leaving behind.

1. Pregnant woman who is a known prostitute (28 years old)
2. A 40 year old Catholic priest
3. A 65 year old master machinist and blacksmith
4. A middle aged nuclear physicist (55 years old)
5. A 10 year old school girl
6. A young male biologist (25 years old)
7. A United States Senator (63 years old)
8. A 40 year old movie actress
9. A young woman school teacher (21 years old)
10. An 1-year-old boy with whooping cough (son of school teacher)

11. A retired doctor (73 years old)
12. A 27-year-old civil engineer (Builds bridges and the like)
13. A 28-year-old female associate professor of history
14. A 18-year-old boy who has been arrested for refusing to be drafted
15. A 55-year-old farmer
16. A 50-year-old male airline pilot

	My choices	Reasons	Group Choice	Reasons
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

A gas leak develops and the plane can only accomodate six people. Retink your choices of the 12 you have selected and select six.

	My choices	Reasons	Group Choice	Reasons
1.				
2.				
3.				
4.				
5.				
6.				

The Venusians have just contacted Earth by way of airplane radio. They are concerned about the future of "Earth" but are not convinced the survivors of mankind should be spared. They want an eight person delegation to convince the Venusian High Council that mankind is worthy of saving. The Venusians will not harm any of the Earthlings.

If they are unfavorably impressed, they will simply return the Earthlings to the island without giving any additional help. If they are impressed by the Earth's eight person delegation, they will give all survivors valuable assistance. Your task is to select these eight people.

	My choices	Reasons	Group Choices	Reasons
1.				
2.				
3.				
4.				
5.				
6.				

How will I know I've done it correctly? . . . Your job is to participate and make the best decision you can. You will be asked, at a later time, to discuss the reasons for your decisions in a class disucssion.

14

15

Activity 2

Do not write on this form.

Objective: I will complete a test concerning the reading on the APPS Decision Making Model.

Materials: A test sheet from your instructor.

ACTIVITY

Instructions:

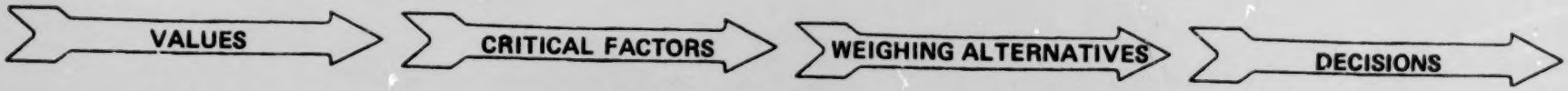
1. Secure a test from your instructor.
2. Complete the test.

How will I know I've done it correctly? . . . I will turn in the completed test for my instructor to grade.

MODEL AND STEPS IN DECISION MAKING PROCESS

Now that you have completed the game, you are ready for the next signpost. Below is the model you and your class designed during the simulation game. It is an important signpost because you will be following this same process in making your decision as to which two units (called MOGS for Major Occupational Groups) in Public Service to study more closely.

Decision making is an abstract process (we can't touch, hear, or smell it) so we have tried to make it easier to understand by identifying and labeling the various stages of this process. A clear understanding of the decision making process is a necessary tool in making decisions about your career.



STEPS IN DECISION MAKING

1. We begin with values. A personal value is an object, person or idea to which you attach importance or significance.
2. Next we define the decision. To do this you must decide exactly what decision is to be made. In the simulation game your task (job) was to select people. The real decision was how best to help the human race survive.
3. Now we move into critical factors. Critical factors are the important elements or circumstances that influence your decision. In the simulation game, some critical factors were age, physical health, ability to reproduce and survival skills. (i.e., ability to produce shelter and food). When the Venusians arrived the critical factors changed and the ability to speak well and persuade people became the critical factors.
4. We are now ready to move on to the next step, weighing alternatives. In the game, when you were weighing the alternatives, your group discussed the critical factors surrounding each person's selection. For example, when considering

the pregnant prostitute, you considered her age, her ability to reproduce (obvious!), and the fact that you were getting two survivors for the one airplane seat. You compared these factors with those of other passengers, and made a selection.

5. The decision comes next. You are now at the point at which you make a choice between two or more alternatives or choices. A decision can only take place when there are two or more alternatives from which to choose. An example of decision making occurred when you reviewed the critical factors and weighed the alternatives between the 55-year-old farmer and the 25-year-old biologist. You decided which one would best meet the needs of your committee.

A critical decision is one in which the outcome or consequences are important to the person making the decision. Often it is a decision which determines how many other things happen. When you selected the Venusian committee it was easier than selecting the airplane passengers, because the consequences were different. In the case of the airplane passengers, you were making life and death decisions. On the other hand, if the Venusian representative committee failed to convince the Venusians, the only consequence was the lact of Venusian help.

Values conflicts arise when you must make decisions between two or more things that seem equally important. It is difficult to make a decision because each alternative is equally attractive to you. A value conflict is like the child in a candy store who is torn between buying a peppermint stick or a piece of gum.

Let's review some of the things we have been discussing. When you are confronted with a decision, you try to figure out exactly what the decision is and what it is all about. You must find all the choices available and select the one which is best for you. What is best for you is determined by your personal values. A good knowledge of your personal values is a basic tool for good decision making.

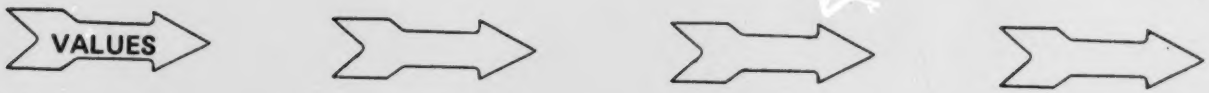
Activity 1

Objective: I will review the reading material by taking a test.

Instructions: Once you have completed the reading secure a test from your teacher. Turn it in to your teacher once you have completed it. Your teacher will evaluate it for your.

DECISION MAKING

Values



WHERE AM I GOING?

By the time I have completed the following activities, I will have gone through all the steps in decision making – values, critical factors, weighing alternatives, decision – and will be ready to select two Major Occupational Groups (MOG'S) for a closer examination.

HOW WILL I GET THERE?

1. Make some statements about some values I may have.
2. Learn to identify typical clues in everyday decisions.
3. Make some current decisions about my values.
4. Make some decisions about jobs I might like.
5. Compare the results of two different values appraisal rating scale.

HOW WILL I KNOW . . .

I will write down things I want and might do in certain situations.

I will explain the human values at work in three life situations and recognizing the importance of these values in decision makings.

I will complete the Values Opinions activity.

I will complete an occupational inventory and comparison.

I will complete a summary and comparison of two separate inventories.

Activity 1

Do not write on this form.

Objective: I will list some actions that might be taken in certain situations in order to discover some basic things about values.

Materials: This activity sheet.

ACTIVITY

You have just made some decisions in the survival game. You took what you knew and used it to make a decision which you wanted. When you make decisions for yourself it is important that you know what you want. Think about some things that you want. Write down three things that you want. Beside each thing, write down something you are doing now to get what you want.

Three things I want	I'm doing these things to get what I want
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Now, lets imagine that you are the principal of your school. What three things will you do?

1. _____ 2. _____ 3. _____

Imagine now that you have won $25,000 on a T.V. game show. What will you do with the money?

1. _____ 2. _____ 3. _____

Suppose you are going on a long trip for a year. What are the three most important things you will take with you?

1. _____ 2. _____ 3. _____

You have the chance to do anything you want during the next school year. What will you do?

1. _____ 2. _____ 3. _____

How will I know I've done it correctly? . . . I will use this to participate in a class discussion.

Activity 2

Do not write on this form.

Objective: I will read four situations and make a decision based on the information given.

Materials: The activity below.

ACTIVITY

Read each situation below. Below each situation, write down the decision you think each person would make.

Situation I

Mr. Davis is the park manager at Fall Park State Park. He is making $16,500 a year. He and his family live in a home in the park for which he pays no rent. Mr. Davis enjoys the outdoors and takes great pride in keeping up the park for visitors. Mr. Davis has three children, one of whom will be going to college next year to prepare for a career with the United States Park Service. Mr. Davis is called into his supervisor's office and offered a position as a regional parks manager. In this position he would make $30,000 a year. He would oversee the activities of several park managers, handle financial records and budgets, and deal with personnel problems. There would be little time to spend in the outdoors.

What does Mr. Davis decide? _____

_____

Why (What were the critical factors and alternatives)? _____

_____

What does he value? _____

_____

Situation 2

Martha is a junior in high school and is a talented musician. Her family is not very well off and Martha works weekends and some afternoons after school to help out at home. She would like to study music in college. Martha wond the state music competition and has a chance to accompany the city orchestra on an expense paid summer tour

of Europe. She would be allowed to play in some of the performances. Martha's school counselor has helped Martha locate a summer job which would pay $3.50 per hour. Martha would accompany a family to the beach for the summer and look after the family's 3 children. Martha would have a day and one half free each week.

What does Martha decide? _____

_____

Why (What are the critical factors and alternatives)? _____

_____

What does Martha value? _____

_____

How will I know I've done it correctly? . . . You will use this in a class or small group discussion. You should be prepared to give reasons for your answers.

28

29

Activity 3 **Do not write on this form.**

Objective: I will arrange a list of ten values according to their importance to me.

Materials: The list included in this activity.

ACTIVITY

Directions to Students:

As part of discovering your values, you will now rank the ten values listed below on a scale from one (most important) to ten (least important) according to their importance to you. There is no "right" or "wrong" answer, but please try to be certain that your ranking reflects the way you feel at the present time.

_____ 1. Creativity, Independence
_____ 2. Risk
_____ 3. Information, Knowledge
_____ 4. Belonging
_____ 5. Security
_____ 6. Aspiration (moving up)
_____ 7. Esteem (job importance, how others view the job)
_____ 8. Self actualization (develop yourself)
_____ 9. Personal satisfaction
_____ 10. Routine, Dependability

How will I know I've done it correctly? . . . I will complete the activity and save it for future reference.

Activity 4

Do not write on this form.

Objective: I will complete an occupational inventory in order to help me make some decisions about jobs I might like.

Materials: Hall Occupational Survey.

ACTIVITY

Steps or Procedures:

1. Your teacher will give you the Hall Occupational Survey.
2. Read the Instructions carefully.
3. If there are parts you do not understand, ask your teacher for help.

How will I know I've completed it correctly? . . . I will turn in the completed inventory to my instructor.

32

33

Activity 5

Do not write on this form.

Objective: I will complete a values appraisal to better understand my personal values.

Materials: A values inventory (from your teacher), your answers from Activity 3.

ACTIVITY

Instructions:

1. Obtain a values appraisal inventory from your teacher.
2. Complete the inventory following all instructions.
3. Check with your teacher to see that you have completed it correctly.
4. Refer to your answers in activity 3 and your values appraisal scale to complete the enclosed summary sheet.
5. List your values as they occurred in activity 4.

	List your values as they occur on your inventory from activity 5.
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

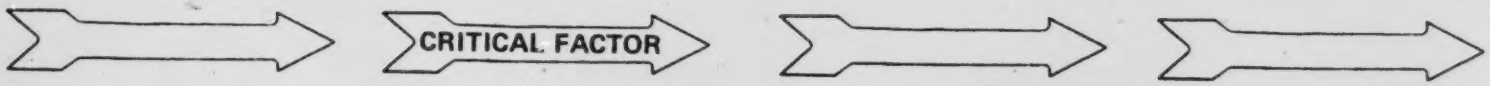
6. Circle any value that occurs in the TOP three of both columns.

7. Put a square around any value which occurs in the BOTTOM three lines. If you should become confused about what to circle, see your teacher.

How will I know I've done it correctly? . . . I will show it to my teacher. I will be prepared to compare my values with jobs in the Public Service jobs I am studying?

DECISION MAKING

Critical Factors



Now that you have completed the values activities, you should have a clearer understanding of what is important to you. You are ready for the second stage of decision making, Critical Factors. In this case, you will find important information about Public Service jobs. These facts are critical because you will use them to make a decision about what you will study in this course.

WHERE AM I GOING?

By the time I complete these activities I will have discovered some important information to consider in selecting two Public Service Areas for in-depth study.

HOW WILL I GET THERE?

1. Complete reading about Public Service.
2. Participate in two games designed to help me learn more about facts in Public Service.
3. Develop a list of my interests to compare with what I might learn about Public Service jobs.
4. View a filmstrip "Careers in Public Service".
5. Find out what other jobs teachers in my school might have had.

HOW WILL I KNOW . . .

I will complete a self-check to be certain I will understand the reading.

I will successfully construct and play "Public Service Squares" and "Four of a Kind".

I will complete "Will I like it?"

I will answer a set of questions on the filmstrip.

I will interview three teachers and complete an interview report.

6. Research some basic information about preparation and training for jobs in Public Service.	I will complete the forms provided for researching jobs.
7. Identify some skills in which I am interested.	I will complete the "Holland Self-directed Search".
8. Go on a field trip to observe public service workers at their jobs.	I will complete all preparation and evaluation.
9. Prepare and participate in a guest speaker day.	I will complete questions for speakers and complete a speaker evaluation.
10. Complete a unit test.	I will turn my test in to the speaker for grading.

INTRODUCTION TO
CAREERS IN PUBLIC SERVICE

A career in Public Service will be less of a mystery and more of a reality when you finish this overview on public service jobs. This material introduces practical information to answer simple but important questions. It should help you explore the job choices of nearly 20% of our workers today. As in other career planning you will want to match your abilities, interests and personality with opportunities in public service.

WHAT ARE THE QUESTIONS ANSWERED IN THIS READING?

WHAT IS PUBLIC SERVICE?

WHAT ARE THE REQUIREMENTS? **HOW DO I GET A JOB?**

HOW FAR CAN I BE PROMOTED WITH MY BACKGROUND?

HOW MUCH CAN I MAKE?

MORE QUESTIONS:

Ask yourself a question. What do Gerald Ford, your teacher, your principal, and Jimmy Carter all have in common? Yes, they have all had public service jobs during their careers.

Gerald Ford worked _____

Jimmy Carter _____, in addition to his peanut business.

_____ and _____ in my community have _____

These examples name people who have the better known kinds of public service jobs. However, government or public service employs more workers than anyone else. About one of every five job holders is in a public service job. You may also be interested in a job in public services.

If you don't know what each of the two people named have done in public service see if you can find out. Read in the newspapers. Ask questions. See if you can name at least two other people in your community whom you think may be in public service jobs. Then, finish this preview lesson to see if public service jobs may be what you want to investigate.

WHAT IS PUBLIC SERVICE?

A national group of people who specialize in career development and occupational descriptions have shared their definition for public service occupations:

> "Public service occupations are those civilian occupations . . . necessary to accomplish the mission (job) of local, county, state and federal government."

These occupations are usually supported by taxes and are in non-profit organizations.

Jobs in the area of Public Service are just one part of all occupations. Just like your high school where you can study in many different areas (science, journalism, industrial arts) job opportunities are also divided into many different groups. The United States Office of Education (USOE) has listed fifteen areas in which all jobs are included. These areas are called CLUSTERS.

The Fifteen USOE Clusters

1. Construction
2. Consumer and Homemaking
3. Marine Science
4. Business and Office
5. Personal Service
6. Environment
7. Communications and Media
8. Public Service
9. Health
10. Manufacturing
11. Transportation
12. Marketing and Distribution
13. Agribusiness and Natural Resources
14. Fine Arts and Humanities
15. Hospitality and Recreation

Many famous people fall into each group. HOWARD COSSELL broadcasts in the field of COMMUNICATIONS. Men and women like BESS MYERSON and RALPH NADER try to help us as consumers. They work in the CONSUMER AND HOME-MAKING cluster. If you've ever watched JACQUES COUSTEAU on television you've seen a man working in the MARINE SCIENCES. One of the richest men in the world, J. PAUL GETTY made his fortune in the area of BUSINESS. EUWELL GIBBONS for many years has worked in the ENVIRONMENT cluster. Truckers, with their CB radios, are in the field of TRANSPORTATION. The PITTSBURGH STEELERS are named after the many miners in Pennsylvania who are a part of the AGRIBUSINESS AND NATURAL RESOURCES cluster. If you've ever been to your county recreation department and taken lessons you have been involved in the field of HOSPITALITY AND RECREATION. Have you ever helped build a hours or other building? If so, you have already been employed in the CONSTRUCTION field. All doctors, dentists, and medical technicians

belong to the HEALTH area. The paper you are reading was made by people in the MANUFACTURING business. Ever been involved in an opinion poll? The people who created and carried out that poll are in the MARKETING AND DISTRIBUTION business. Many entertainers, artist and craftsmen work in the field of FINE ARTS AND HUMANITIES. Those people in PERSONAL SERVICES serve as coaches, counselors, and advisors.

THE PUBLIC SERVICE CLUSTER

The eighth cluster – Public Service – is the concern of this material. Generally, we can describe Public Service Occupations as civilian jobs necessary to the operation of local, state and federal governments. These jobs are established to provide services to citizens and are supported by taxes. Your policemen, teachers, county managers, recreation directors, and many more are all public service workers. The water you drink, the roads you drive on, the schools you attend, and the public buildings and parks in your community are all tax supported and are areas of public service. Public Service is broken down into 8 Major Occupational Groups, better known as MOGS. Each MOG is subdivided into job families.

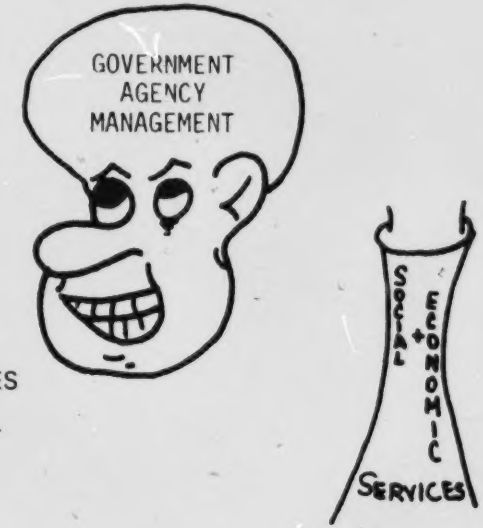
Job Families in the Eight MOGS of the Public Service Cluster

Major Occupational Groups	Job Families
Government Agency Management	Fiscal (money matters) Contracts Personnel Public Info/Relations
Social and Economic Services	Counseling Assistance Rehabilitation Employment

Educational Services	Education Libraries Museums
Resources Management	Parks Forests Agriculture Conservation Fish and Game Pollution Control
Urban, Rural and Community Development	Community Action Planning Building and Zoning Acquisition (getting land)
Public Safety, Corrections and Judicial Services	Law Enforcement Fire Protection Courts Corrections Probation and Parole
Regulatory Services and Records	Taxation Public Records Inspection Examination Licensure Census (counting people and things in our country) Customs and Immigration
Transportation Management	Highways Airways Public Systems

MAJOR OCCUPATIONAL GROUPS

Since this is a time for renewed interest in King Kong and Frankenstein, a MOG man has been chosedn to illustrate the positions available in PUBLIC SERVICE. These jobs will be discussed in greater detail later.



The MOG man's head consists of GOVERNMENT AGENCY MANAGEMENT positions. The jobs are in the area of general, fiscal (money), personnel and public information. There positions are the head of the MOG man since they are responsible for seeing that all organizations run smoothly.

The man's neck shows the SOCIAL AND ECONOMIC SERVICES needed in our lives: Job counseling, assistance, rehabilitation and employment.

The left arm is the helping hand of EDUCATIONAL SERVICES: Government education programs, libraries and museums are all included.

RESOURCES MANAGEMENT POSITIONS are raised high with the right arm. Government employees working in the areas of parks, forests, agriculture, conservation, fish and game, and pollution control are held up by the muscular left arm.

52

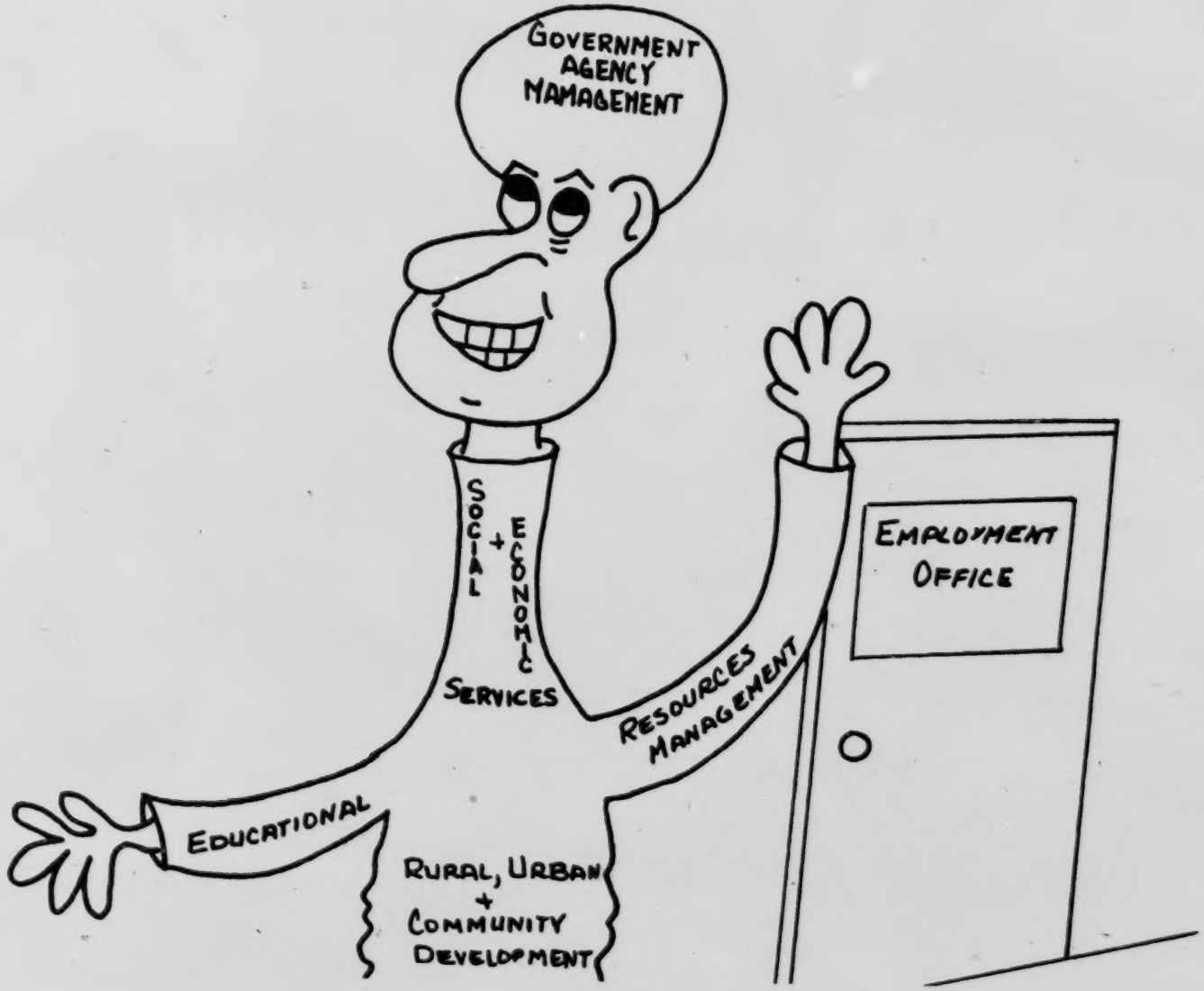
53

Our man's chest bulges with positions dealing with RURAL, URBAN, AND COMMUNITY DEVELOPMENT. Men and women who work in community action positions, community planning, building and zoning and acquisition of property rest on MOG man's torso.

Supporting the laws of the land, MOG man's right leg includes PUBLIC SAFETY, CORRECTIONS, and JUDICIAL SERVICES. Law enforcement employees, as well as those in fire protection, courts, correction, and probation, and parole, cling to MOG man's pants leg.

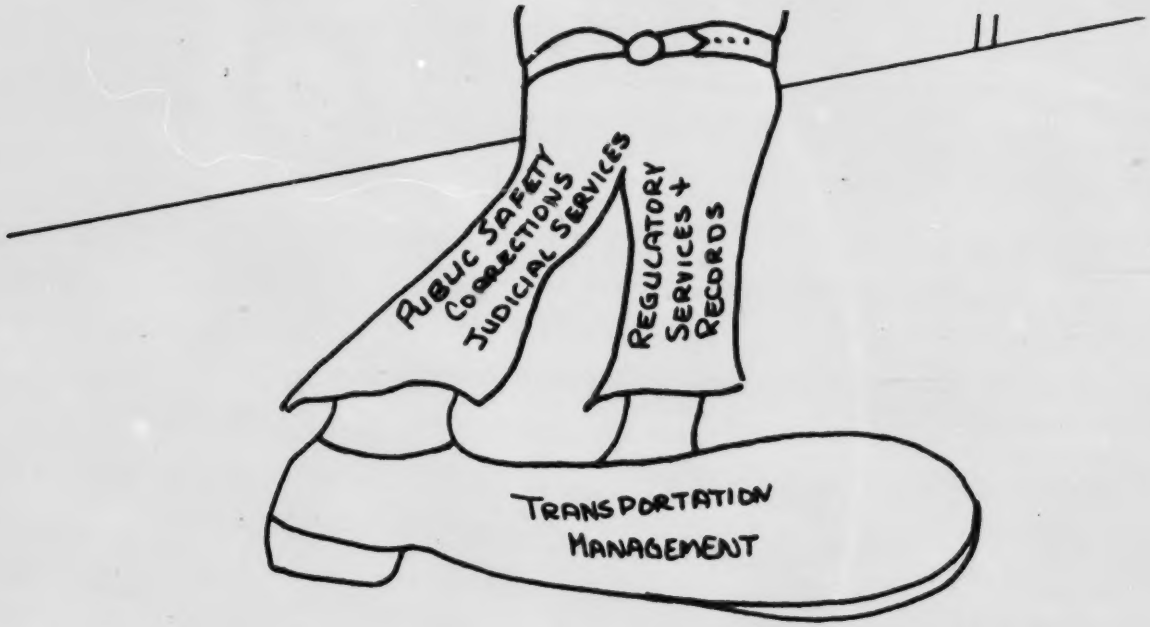
The man's stiff left leg is the leg of the REGULATORY SERVICES AND RECORDS. Included in this job family are the areas of taxation, public records, inspection, examination, licenses, census, customs, and immigration.

Our one-footed monster is held up by the TRANSPORTATION MANAGEMENT group. If you worked in this field you might work on the highways, airways, public systems or waterways.


GOVERNMENT
AGENCY
MAMAGEMENT
SOCIAL + ECONOMIC
SERVICES
EMPLOYMENT
OFFICE
RESOURCES
MANAGEMENT
EDUCATIONAL
RURAL, URBAN
+
COMMUNITY
DEVELOPMENT

56

57



Now that the MOG man is completed you can see the Major Occupational Groups (MOG's) of the Public Service Area.

Career Ladder

It is important to remember that most government positions are awarded on the basis of experience and educational requirements. Because of these requirements people who are often qualified through experience could be disqualified because they lack the required education. Don't let this happen to you! If you are interested in a position, become aware of requirements and go get them.

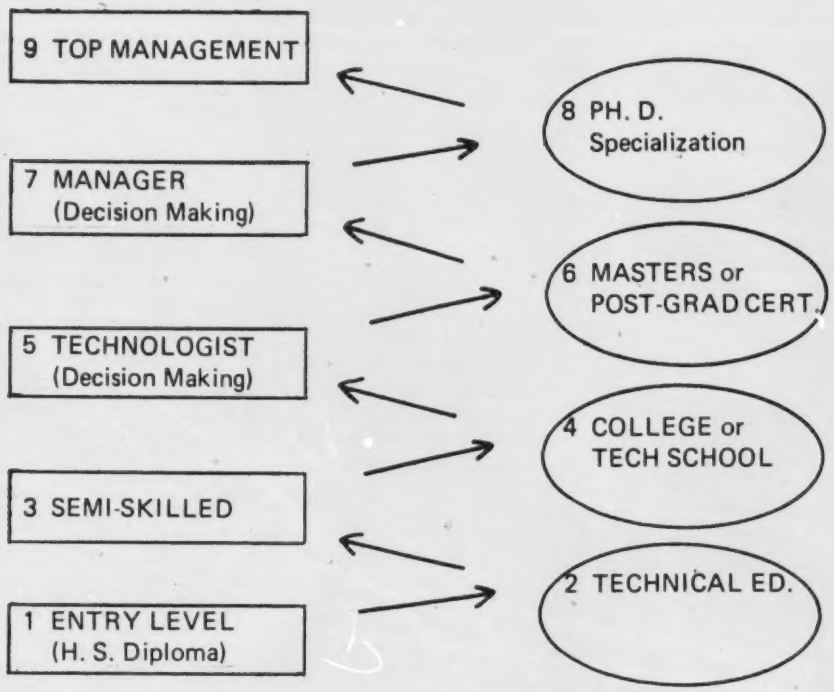
A "career ladder" will be shown for positions within special MOGS throughout the pamphlets. Basically, a career ladder shows what you must do to obtain positions with higher pay and more responsibility in your particular field. A career ladder is also a heirarchy, which is a system of classifying people with regard to economic or social status.

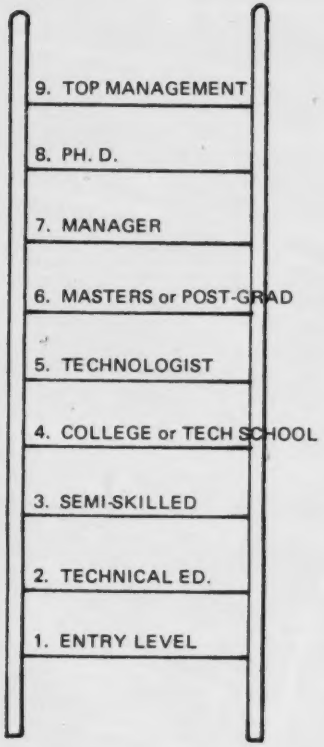
Your career ladder is similar to a little boy playing baseball. He starts out playing in the neighborhood, then must "try-out" to play Little League. His batting and fielding ability continue to improve and he advances to Pony League, Colt League, and American League or high school teams. If his skills continue to improve he might be drafted and then go to professional baseball in the Minor Leagues. Competition is tough, but if he continues to work he might make the Major Leagues. Is he now finished on his "Career Ladder"? Not necessarily. If he can teach, he might become a manager or coach. If he studied business, he might become a team administrator. What happens to this boy's baseball career depends on his ability, training and the skills he develops. Similarly, where you want to go depends on you.

Job Mobility

"Job Mobility" in the Public Service Cluster is dependent upon training, experience, and education. The jobs in the Public Service Cluster generally require a college degree, often in business, architecture, management, or mathematics. Public Service workers also need to be able to communicate well with the public. Their job is to serve the public by providing the services a community needs in order for its people to live and work.

Job Mobility is the name attached to the steps an employee travels up the career ladder. Many factors affect job mobility. If you are interested in a particular job, find out about the career ladder and the entry level requirements. A typical career ladder in the business world looks like this. The squares show different positions and the circles show what you must do to get to the next step.


9 TOP MANAGEMENT
7 MANAGER
(Decision Making)
5 TECHNOLOGIST
(Decision Making)
3 SEMI-SKILLED
1 ENTRY LEVEL
(H. S. Diploma)
8 PH. D.
Specialization
6 MASTERS or
POST-GRAD CERT.
4 COLLEGE or
TECH SCHOOL
2 TECHNICAL ED.


9. TOP MANAGEMENT
8. PH. D.
7. MANAGER
6. MASTERS or POST-GRAD
5. TECHNOLOGIST
4. COLLEGE or TECH SCHOOL
3. SEMI-SKILLED
2. TECHNICAL ED.
1. ENTRY LEVEL

62

63

Activity 1

Objective: I will check my understanding of the reading about Public Service by completing this self check.

Materials: This form.

> **Directions:** Use blank sheet of paper for your answers. For the first seven statements, fill in the blanks with the best word or phrase to complete the thought. A list of terms is included in this box in case your memory needs a little reminder. Job Mobility, Career Ladder, Cluster, Entry Level Job, Major Occupational Group, Career Lattice, Public Service, Job Family.

1. The United States Office of Education has organized a classification system to categorize all jobs into fifteen _____.
2. Most definitions of _____ show that government jobs at local, state and federal levels are held by people performing services to accomplish the missions of government.
3. Law Enforcement is an example of a _____ in Public Safety, Corrections and Judicial Services.
4. The series of jobs which a person might hold as he/she advances to better and more responsible jobs each time is known as a _____.
5. When a high school graduate qualifies for a job without any further training or education that job is considered to be _____.
6. A term used to describe the steps an employee travels up the career ladder is _____.
7. Educational Services is an example of a _____in the Public Service Cluster.

> **Directions:** Following is a list of ten items. Place a "Y" next to those items that are Major Occupational Groups in the Public Service Cluster. Place an "N" by those that are not included.

_____ 8. Transportation Management

_____ 9. Hospitality and Recreation

_____ 10. Social and Economic Services

_____ 11. Resources Management

_____ 12. Health

_____ 13. Personnel Services

_____ 14. Educational Services

_____ 15. Manufacturing

_____ 16. Communications and Media

_____ 17. Regulatory Services and Records.

Part III
Instructions:

Match the terms found in the column on the left with the definitions by placing the correct letter in the space provided.

_____ 1. Public Service

_____ 2. Cluster

_____ 3. Major Occupational Groups

_____ 4. Job Family

_____ 5. Career Ladder

_____ 6. Entry Level Job

_____ 7. Job Mobility

a) name used by USOE to group occupations and jobs into 15 categories.

b) the term used for groups that are in a major occupational group.

c) a job which can be held without any further education or training beyond high school.

d) the sequence of steps or promotions an employee can travel up the job ladder.

e) occupations in government positions that accomplish the missions of government at local, state and federal levels.

f) the term for the eight categories for subdivisions of public service.

g) the series of jobs, each one higher than the previous, which a person might hold in advancing within an organization.

Part IV
Instructions:

Write a short paragraph to answer the question below.

In your own words, write out what you believe to be a complete definition of Public Service.

Activity 2 **Do not write on this form.**

Objective: I will identify job families and their appropriate occupational groups.

Materials: Game board, deck of cards, instructions and answer sheet.

ACTIVITY

Instructions:

1. You have a choice of playing one of ttwo board games to accomplish your objective.
2. Select the game in which you would like to participate and read the appropriate directions below.
3. Secure gameboard and other materials from your teacher. If none are available, construct a board and game from instructions provided by your teacher.
4. Instructions for "Public Service Squares".
   a) The teacher will select a number from 1-10. The player that guesses the number or is closest will serve as the Game Leader. (3-8 players may participate).
   b) The Game Leader will have the answer sheet and notify players that they are right or wrong and keep the game moving by interpreting rules when necessary.
   c) The Game Leader will shuffle the deck of cards and place them on the table. Each player then is given an individual record sheet.
   d) The player to the right of the Game Leader draws the first card and places it on one of the eight squares. If it is placed on the wrong square, the Game Leader returns the card to the deck. If it is placed on the correct square, the player marks it on the record sheet. Other players then take their turn, until one player has correctly placed three cards on the board.
   e) The winner will be the Game Leader for the next game.
   f) When you make your cards, make one for each job family on pages 20-21.

g) For added interest, add ZAP cards which make you take one card off the board, and ZING cards which allow you to take another turn.

h) In preparing the gameboard, be sure the squares are large enough for the player cards to be stacked.

5. Instructions for "Four of a Kind".

a) To start the game each person spins the spinner and the one with the smallest number serves as the first dealer. (3-5 players may participate).

b) The dealer shuffles the cards and deals 5 cards to each player and placed the remaining cards on the table. Each set of occupations has been assigned a number, 1-8.

c) The object is for the players to get all four cards with job families from the same occupational group. As each set is completed it is laid on the table. (Much like the Authors, Old Maids and Fishing card games).

d) Players arrange cards in hand so that those from the same occupations are together. The first player (one on right of dealer) now asks any one player for all the cards of an occupational group like the one he has in his hand. (Ex. in your hand you have the following cards ——

Personnel (1)
Counseling (2)
Libraries (3)
Planning (4)
Community Action (5)

therefore you can call for any of these but it is often better to call for cards that you have 2 or more of).

e) The player you asked must then give any cards of the set that you called. If you do not receive any cards of the set you called, you then draw from the deck. Should you draw one in the set that you called, you may continue your play through the same steps, until you neither receive or draw cards you called.

f) Continue play until all cards are drawn. The winner is the player who has the most sets. The winner is then the dealer of the next game.

g) Use the sample on the following page to help you make the cards. Look on pages 10-21 to find the job families listed for each MOG.

GAME BOARD FOR PUBLIC SERVICE SQUARES
MAJOR OCCUPATIONAL GROUPS

1 GOVERNMENT AGENCY MOVEMENT	2 SOCIAL AND ECONOMIC SERVICES	3 EDUCATIONAL SERVICES	4 RESOURCES MANAGEMENT
5 RURAL, URBAN AND COMMUNITY DEVELOPMENT	6 PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES	7 REGULATORY SERVICES AND RECORDS	8 TRANSPORTATION MANAGEMENT

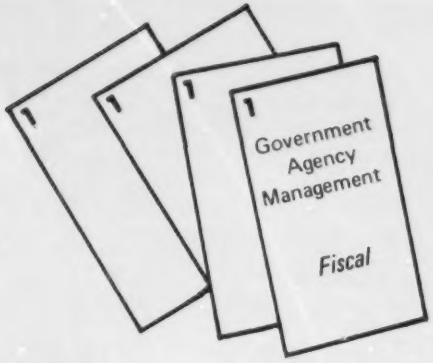
72

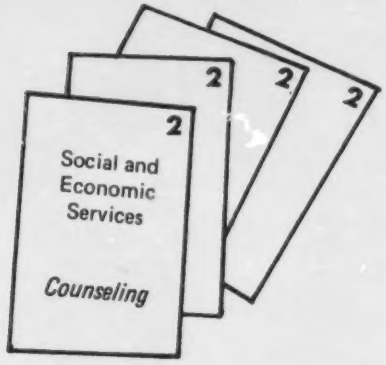
73

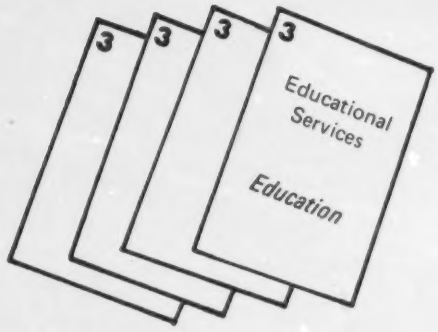
In order to make a set of cards, locate a list of the job families in your reading and write the name of the job family on each card.

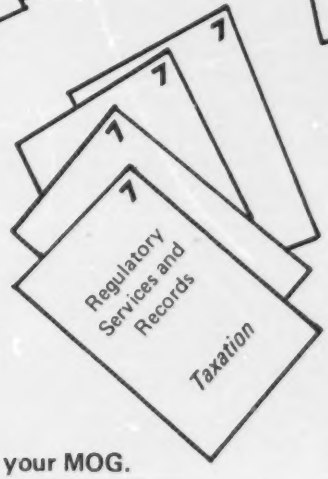
EXAMPLE:

The SETS in Four of a Kind









*Prepare cards by referring to your MOG.

Activity 3 **Do not write on this form.**

Objective: I will identify my own interests and values and compare them with parts of careers in public service.

Materials: This introductory MOG and your own ideas and feelings.

ACTIVITY

1. List the 10 things you like to do most.
2. List the 20 things you like to do least.
3. Star the five (5) out of ten (10) that you like most of all.
4. Put a ($) sign next to each one that costs more than $3.00 each time you do it.
5. Put a "p" next to each one that includes other people.
6. Put an "a" next to those things you do alone.
7. Beside each thing that you like to do, write the name of a public service occupation in which this thing would be useful.
8. Beside each thing that you do not like to do write the name of a public service occupation in which this thing would not be helpful.

How will I know I've done it correctly? . . . ask yourself these questions!

1. Do I like doing things with others, or alone?
2. Which public service career do you feel would interest you the most. Why?
3. Which public service career do you feel would interest you the least? Why?
4. If you had to decide today whether or not to enter this occupation, what would you decide and why?

76

77

Activity 4

Do not write on this form.

Objective: I will view a filmstrip on "Careers in Public Service" in order to discover more facts about Public Service.

Materials: Filmstrip and viewer, questions from filmstrip.

ACTIVITY
Instructions: 1. Secure the materials listed above 2. Review the questions 3. View the filmstrips 4. Complete the questions **How will I know I've completed the activity correctly? . . . I will turn in the questions for my teacher to grade.**

Activity 5 **Do not write on this form.**

Objective: I will find out what other jobs teachers in my school have held to show me the variety of jobs available.

Materials: Notebook and pencil or pen.

ACTIVITY

1. Find at least 3 teachers who have held jobs other than teaching.
2. Make an appointment.
3. You might ask the following questions:
   a. What other job have you held?
   b. What did you do on that job?
   c. What training or experience was required?
   d. Did you enjoy the job?
4. Into which of the 15 USOE clusters do these jobs fall? Beside the name of each job held by a teacher, write the name of the USOE cluster into which the job falls. See page 21 of this Introductory MOG.
5. Record the answers of each teacher to the questions in number 3.

How will I know I've done it correctly? . . . I will have my teacher check my notebook.

80

81

Do not write on this form.

Objective: I will discover some things about the amount of preparation and training for some jobs in public service so that I can consider how much time I am willing to give to career training.

Materials: (1) The Dictionary of Occupational Titles which is set up like any dictionary, with jobs listed instead of words. (2) The Occupational Outlook Handbook which arranges jobs alphabetically. (3) The Introduction to Careers in Public Service which contains the list of job families you will be researching.

ACTIVITY

Steps or Procedures:

1. Choose 3 MOG's – look up 2 job titles from each MOG.
2. Go to the dictionary of Occupational Titles and the Occupational Outlook Handbook and look up each job title.
3. Fill in the amount of education and/or training for each job title.
4. Use the form from your workbook and do not write in this booklet.
5. When you have filled in the information for 6 job titles (2 for each of 3 MOG's). Get together with 3 other students and exchange information. Collect information on at least 12 job titles.

How will I know I've done it correctly? . . . I will share my information with students in my class. I will show them to my teacher for evaluation.

PREPARATION AND TRAINING FORM

MOG	JOB	4 or more years of college	2 years of college	define apprenticeship	vocational/tech training	high school
(1)						
(2)						
(3)						
(4)						
(5)						
(6)						
(7)						
(8)						
(9)						
(10)						
(11)						
(12)						
(13)						
(14)						
(15)						

84

85

Do not write on this form.

Objective: I will complete the Holland Self-Directed Search in order to discover some specific skills in which I am interested and show ability.

Materials: The Holland Self-Directive Test and the Holland Occupational Finder.

ACTIVITY

Steps or Procedures:

1. Your teacher will hand out the Holland Self-Directed Search.
2. Read over each step of the Self Directed Search. Make sure that you understand what to do. Ask if you do not understand, and your teacher will help you if you have difficulty.
3. After you have completed the test, score it and obtain a letter code rating according to the tests scoring directions.
4. Using your letter scoring-research the job areas your test interests indicate in the Holland Occupational Finder.

How will I know I've done it correctly? . . . I will follow the instructions given in the manual. I realize there are no "right" or "wrong" answers.

Activity 8

Do not write on this form.

***NOTE:** **This will probably be a group activity which will be scheduled by your teacher.**

Objective: I will participate in a field trip to observe public service workers on the job.

ACTIVITY
Instructions: 1. Your teacher will provide information about this activity. **How will I know I've done it correctly? . . . I will go on the field trip.**

88

89

Do not write on this form.

Objective: I will participate in a "MOG Fair" so that I can get a closer look at careers in public service and to review the things I learned in the Introductory MOG,

Materials: Resource Speakers (one from each MOG) Interview Guide.

ACTIVITY

Steps or Procedures:

1. Your teacher will select those people who will attend the MOG Fair and will send each guest a copy of the interview guide.
2. Groups of 3 to 7 students are selected by the teacher to be in learning communities. The members of each learning community will select a leader to keep them on task and help in making decisions.
3. Members of each learning community select the MOG they will interview and record on the Guide.
4. The members of the learning community will attend the MOG Fair and ask questions from the Guide.
5. The teacher and leaders of each learning community will arrange for the informal social hour after the questioning period.
6. After the MOG Fair, each student is to write a Thank You note to the speaker which his or her learning community interviewed. Go to the file and locate the folder labeled "Thank You Note". This guide will help you write your note.

Sample Interview Guide on following page.

SAMPLE INTERVIEW GUIDE

STUDENT'S NAME _____

NAME OF PERSON INTERVIEWED _____

POSITION _____

MAJOR OCCUPATIONAL GROUP _____

LOCATION _____ PHONE _____

DATE OF INTERVIEW _____

GENERAL QUESTIONS

1. What does your public service agency do?
2. What are your specific duties? (What do you do?)
3. What kinds of education and training did you have to qualify for this job?
4. What other jobs are available in your agency?
5. What do you like most about what you do?
6. What advice would you give to high school students about choosing public service careers in your occupational area?

Plan for MOG Fair

1. Speakers give a brief Introduction. 30 to 40 minutes.
2. Student leader from each learning community will ask questions. Some of the questions on the interview guide may be answered in the speakers introduction. Listen carefully and write down the answers. 30 minutes.
3. After the questions have been answered, the students and guest speakers will have an informal social gathering. Students can ask questions of any guest at this time. 20-30 minutes.

How will I know I've done it correctly? . . . I will attend the MOG Fair and my Interview Guide will be completed and checked by my teacher.

SPECIAL NOTE: This MOG Fair will take 90 minutes, so student schedules will have to be arranged accordingly in advance. Send out the questionnaire to speakers at least one week before the Fair. Contact speakers early in the quarter!

Do not write on this form.

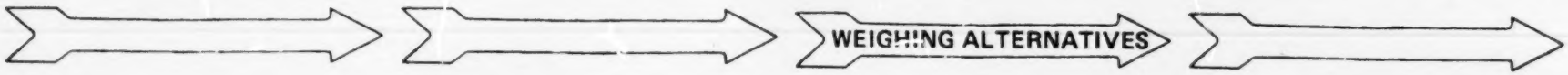
Objective: I will have my performance evaluated by completing a unit test.

Materials: Test

ACTIVITY
Instructions: 1. Secure test from your teacher. 2. Complete all items to the best of your ability. How will I know I've completed the activity correctly? . . . I will give my answers to my teacher for evaluation.

DECISION MAKING

Weighing Alternatives



This section will help you pull together the things you found out about your personal values and about critical factors affecting your decision.

WHERE AM I GOING?

By the time you complete this activity, you have combined your interests, abilities, values and other critical factors to select two MOGS for in depth study.

HOW WILL I GET THERE?

1. List results of values and critical factors activities in order to effectively weigh alternatives.

HOW WILL I KNOW . . . BY

I will complete the Alternative Form .

Activity 1

Do not write on this form.

Objective: This exercise is designed to help you think about the important or critical factors you have been examining in selecting a career to study in public service. You will be going back to all the finished activities that are mentioned in the list below, and recording the results of those activities. If you have already decided the MOG area studied in this exercise may support your idea or suggest other possibilities. For those unsure, it is a practice in (Weighing the Alternatives) or deciding between the choices we've already indicated in past activities.

ACTIVITY

FIRST: List the three choices of personal values you listed on the final step of the comparison chart. (Values Activity No. 3)

1. a _____
   b _____
   c _____

SECOND: List the three MOG areas you were most interested in when you completed the introductory reading. (Refer to your test.)

2. a _____
   b _____
   c _____

THIRD: List the three MOG areas you were most interested in when the MOG Fair was completed.

3. a _____
   b _____
   c _____

FOURTH: List the three areas in public service that your Holland Self-Directed Test results best related to. Check this.

4. a _____
   b _____
   c _____

FIFTH: Now that you have pulled out the above four activities, you are now ready to examine which MOG's you have shown the greatest interest in. Combine your own personal interest and ability with your test results in selecting two MOGS you would like to study in public service. Your teacher will counsel you in making this decision when help is needed.

How will I know I've done it correctly? . . . When I've completed the form, and can give the information to the teacher.

DECISION MAKING

The Decision

You are now ready to review all the alternatives and make a decision about two MOG's to study in-depth.

HOW WILL I GET THERE?

1. Choose two MOG's for in-depth study.

HOW WILL I KNOW . . .

I will complete the "What I have Chosen" sheet.

Activity 1 **Do not write on this form.**

Objective: After the teacher has counseled with me, I will list the two MOGS I have selected.

Materials: The form listed below and the entire Decision Making packet.

ACTIVITY
Write our your choices 1. _____ 2. _____ Write at least 3 sentences telling why you chose these two MOG's. **MOG one** _____ _____ _____ **MOG two** _____ _____ _____ **How will I know I've done it correctly? . . . I will turn this activity in to my teacher.**